

## Townville Elementary

P.O. Box 10, 105 Townville School Road  
Townville, SC 29689

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	233 Students	
<b>Principal</b>	Denise B.Fredericks	864-287-3994
<b>Superintendent</b>	Dr. Gary L. Burgess Sr.	864-646-8000
<b>Board Chair</b>	Dr. Tom Dobbins	864-646-8000

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	31	51	3	0

## IMPROVEMENT RATING

## AVERAGE

## ADEQUATE YEARLY PROGRESS

## YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

# PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Average	Below Average	Yes
2006	Average	Average	Yes

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

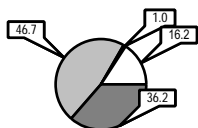
## PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

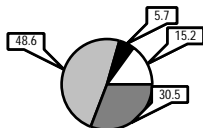
97.3%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

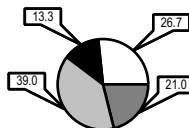
### English/Language Arts



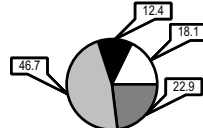
### Mathematics



### Science

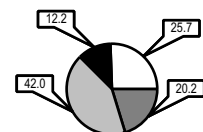
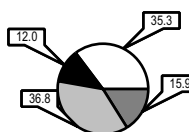
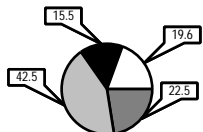
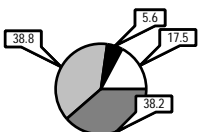


### Social Studies



### Our School

### Elementary Schools with Students like Ours



### Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

### Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	109	98.2	14.6	47.6	36.9	1.0	57.3	Yes	Yes
<b>Gender</b>									
Male	58	96.6	22.2	51.9	24.1	1.9	40.7	N/A	N/A
Female	51	100.0	6.1	42.9	51.0	0.0	75.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	99	99.0	11.7	48.9	38.3	1.1	59.6	Yes	Yes
African American	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	82	100.0	6.4	48.7	44.9	0.0	65.4	N/A	N/A
Disabled	27	92.6	40.0	44.0	12.0	4.0	32.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	109	98.2	14.6	47.6	36.9	1.0	57.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	109	98.2	14.6	47.6	36.9	1.0	57.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	54	98.1	20.0	58.0	22.0	0.0	44.0	Yes	Yes
Full-pay meals	55	98.2	9.4	37.7	50.9	1.9	69.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	109	98.2	13.6	49.5	31.1	5.8	56.3	Yes	Yes
<b>Gender</b>									
Male	58	96.6	13.0	48.1	31.5	7.4	57.4	N/A	N/A
Female	51	100.0	14.3	51.0	30.6	4.1	55.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	99	100.0	11.6	50.5	31.6	6.3	55.8	Yes	Yes
African American	6	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	82	100.0	11.5	46.2	34.6	7.7	62.8	N/A	N/A
Disabled	27	92.6	20.0	60.0	20.0	0.0	36.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	109	98.2	13.6	49.5	31.1	5.8	56.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	109	98.2	13.6	49.5	31.1	5.8	56.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	54	98.1	16.0	62.0	20.0	2.0	48.0	Yes	Yes
Full-pay meals	55	98.2	11.3	37.7	41.5	9.4	64.2	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	109	100.0	26.7	39.0	21.0	13.3	34.3
<b>Gender</b>							
Male	58	100.0	32.1	32.1	25.0	10.7	35.7
Female	51	100.0	20.4	46.9	16.3	16.3	32.7
<b>Racial/Ethnic Group</b>							
White	99	100.0	24.2	38.9	22.1	14.7	36.8
African American	6	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	82	100.0	20.5	39.7	23.1	16.7	39.7
Disabled	27	100.0	44.4	37.0	14.8	3.7	18.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	109	100.0	26.7	39.0	21.0	13.3	34.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	109	100.0	26.7	39.0	21.0	13.3	34.3
<b>Socio-Economic Status</b>							
Subsidized meals	54	100.0	33.3	43.1	13.7	9.8	23.5
Full-pay meals	55	100.0	20.4	35.2	27.8	16.7	44.4

<b>Social Studies</b>							
All Students	109	100.0	18.1	46.7	22.9	12.4	35.2
<b>Gender</b>							
Male	58	100.0	25.0	37.5	26.8	10.7	37.5
Female	51	100.0	10.2	57.1	18.4	14.3	32.7
<b>Racial/Ethnic Group</b>							
White	99	100.0	14.7	47.4	24.2	13.7	37.9
African American	6	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	82	100.0	11.5	48.7	23.1	16.7	39.7
Disabled	27	100.0	37.0	40.7	22.2	0.0	22.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	109	100.0	18.1	46.7	22.9	12.4	35.2
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	109	100.0	18.1	46.7	22.9	12.4	35.2
<b>Socio-Economic Status</b>							
Subsidized meals	54	100.0	27.5	51.0	11.8	9.8	21.6
Full-pay meals	55	100.0	9.3	42.6	33.3	14.8	48.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	36	100.0	23.5	29.4	41.2	5.9	47.1
	4	42	100.0	28.2	38.5	30.8	2.6	33.3
	5	33	100.0	25.0	59.4	15.6	0.0	15.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	34	97.1	3.2	51.6	41.9	3.2	45.2
	4	35	97.1	15.2	39.4	45.5	0.0	45.5
	5	40	100.0	23.1	51.3	25.6	0.0	25.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	36	100.0	29.4	47.1	17.6	5.9	23.5
	4	42	100.0	20.5	48.7	25.6	5.1	30.8
	5	33	100.0	12.5	68.8	12.5	6.3	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	34	97.1	16.1	64.5	19.4	0.0	19.4
	4	35	100.0	20.6	38.2	35.3	5.9	41.2
	5	40	97.5	5.3	47.4	36.8	10.5	47.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	36	100.0	38.2	50.0	11.8	0.0	11.8
	4	42	100.0	25.6	51.3	15.4	7.7	23.1
	5	33	100.0	56.3	21.9	6.3	15.6	21.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	34	100.0	37.5	37.5	18.8	6.3	25.0
	4	35	100.0	8.8	50.0	26.5	14.7	41.2
	5	40	100.0	33.3	30.8	17.9	17.9	35.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	36	100.0	8.8	55.9	14.7	20.6	35.3
	4	42	100.0	15.4	56.4	23.1	5.1	28.2
	5	33	100.0	56.3	31.3	9.4	3.1	12.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	34	100.0	18.8	43.8	28.1	9.4	37.5
	4	35	100.0	11.8	55.9	17.6	14.7	32.4
	5	40	100.0	23.1	41.0	23.1	12.8	35.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**SCHOOL PROFILE**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 233)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 85.0%	100.0%	100.0%
Retention rate	6.0%	Up from 3.5%	2.7%	2.8%
Attendance rate	96.3%	Up from 95.9%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.8%	Down from 7.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%	No change	0.0%	0.0%
Eligible for gifted and talented	6.4%	Down from 9.6%	12.2%	10.4%
On academic plans	37.3%	N/AV	33.5%	33.6%
On academic probation	14.6%	N/AV	4.0%	1.0%
With disabilities other than speech	11.8%	Up from 9.2%	8.1%	7.5%
Older than usual for grade	0.0%	Down from 0.9%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 20)</b>				
Teachers with advanced degrees	40.0%	Up from 23.8%	53.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	92.2%	Down from 93.6%	88.2%	87.3%
Teacher attendance rate	94.5%	Up from 94.4%	94.8%	94.9%
Average teacher salary	\$39,087	Up 4.0%	\$42,882	\$42,485
Prof. development days/teacher	16.3 days	Down from 17.6 days	13.5 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 16.4 to 1	19.0 to 1	18.6 to 1
Prime instructional time	90.5%	Up from 88.6%	89.9%	89.7%
Dollars spent per pupil*	\$8,204	Up 22.7%	\$6,382	\$6,557
Percent of expenditures for teacher salaries*	55.1%	Down from 56.9%	63.7%	64.0%
Percent of expenditures for instruction*	58.5%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2005-06 school year commenced with Townville Elementary School being recognized for meeting Adequate Yearly Progress, a true testimony for academic progress. In addition, our school was one of the few elementary schools in the state to have gained Healthy School status in all eight components: Healthy and Safe Environment, Health Services, Guidance/Psychological/Social Services, Family and Community Involvement, Staff Wellness, Health Instruction, Physical Activity, and Nutrition Services.

School-wide, data gathered from classroom assessments, MAP testing, and PACT drove instructional decisions and guided staff development. Teachers partnered with instructional and technology coaches to align curriculum, create effective lessons, communicate successful strategies, and design ways to implement technology in the classrooms. These approaches along with academic clubs balanced literacy with a focus on guided reading, writing across the curriculum, kit-based science, before-school programs, an extended day program, computer lab, and technology-in-the-classrooms enhanced teaching and learning.

The heart of Townville continued to shine brightly. We honored first grade teacher Amy Marshall as Anderson School District Four's Teacher of the Year. One of our teachers was invited to present on Increasing Student Achievement at the Blue Ribbon Schools Conference. Two of our teachers were awarded EIA grants focused on math and science for their classrooms totaling over \$3,700. Our media specialist brought literature alive with storytelling and dramatization of stories for our students. Two of our students brought home awards from the AOP Regional Science Fair. And one of our students auditioned and was selected to perform in the SC Honors Choir.

Special events which encouraged the larger community into our school were Reading and Writing Under the Stars, Open Houses, Family Science and Math Night, Winter Carnival, Health Fair, Safety Day, Talent Show, and our Academic Celebration and Spring Fling featuring our fine arts program. Our small school community demonstrated a heartfelt commitment to service in our larger community by contributing over \$11,000 towards several service organizations, including Jump Rope for Heart (American Heart Association), United Way, Relay for Life (American Cancer Society), and our Bottles of Love campaign (Hurricane Katrina). Our student council worked faithfully throughout the year to serve the needs of many in our community in various service projects.

Townville Elementary continues to connect with our kids by focusing on the instructional, social, emotional, and physical needs of our students. It is the collaboration between school, home, businesses, and community that serves to make Townville's students the very best they can be. We see many challenges ahead along with the awesome potential in all of our students to meet those challenges with excellence.

Denise B. Fredericks, Principal  
Tracey Stone, SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	22	37	22
<b>Percent satisfied with learning environment</b>	100.0%	89.2%	81.0%
<b>Percent satisfied with social and physical environment</b>	100.0%	88.9%	86.4%
<b>Percent satisfied with school-home relations</b>	100.0%	91.7%	75.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.